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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, UNITED STATES ACTIVITIES--1966.

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United States Activities : 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared by the English Program, Center for Applied Linguistics
for the Eighth International Conference on Second Language Problems
Heidelberg, Germany, April 26-29, 1967

AL 000 575

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

United States Activities : 1966

The report that follows summarizes a number of United States activities in teaching English to speakers of other languages (TESOL). It covers roughly the year 1966 and was prepared by the English Program of the Center for Applied Linguistics for the Eighth International Conference on Second Language Problems, Heidelberg, April 26-29, 1967. Although not exhaustive, it provides information on new programs and on significant developments in ongoing programs.

The report has been compiled from information supplied by federal, state, and city government agencies; universities; foundations; and other private organizations. The source of additional information on a project appears in parentheses at the end of each entry and organization addresses are on the last page of the report.

A. GENERAL ACTIVITIES

1. International Education Act of 1966. This act, passed in October 1966, makes provision for a report to be prepared by the Secretary of Health, Education and Welfare which will contain recommendations for a comprehensive program of development of resources for international study and research. One of the specific areas in which the Secretary is empowered to make grants is that of programs of English language training for foreign teachers, scholars, and students. (U.S. Office of Education)

2. Expansion of International Activity by The Ford Foundation. In 1966, The Ford Foundation established a new International Division responsible for all Foundation activity related to the problems of the developing countries. One goal of the Division will be to systematically study the role of language in national development and national language policies in relation to educational development. Particular attention will be given to increasing the international scholarly, professional, and institutional links necessary to help new nations develop their own resources for achieving language development goals. (International Division, The Ford Foundation)

3. Study of English Language Teaching in India. During November and December 1966, a group of American, Indian, and British specialists in linguistics and language teaching carried out a study of the problems of English language teaching in India under the auspices of the Center for Applied Linguistics and the U.S. Agency for International Development. The purpose of the study was to

look into possibilities of cooperation between India, Britain, and the United States in the improvement of the teaching of English in India. (Center for Applied Linguistics)

4. Survey of English Language Teaching in Nigeria. A survey of English language teaching in Nigeria was carried out in April and May 1966 by a team of Nigerian, British, and American educators and language specialists. The objectives were to define basic problems and needs at all levels, establish priorities, prepare recommendations for long-range and stopgap tactics to meet the priorities, and determine external assistance needs and suggest priorities for them. The study was co-sponsored by The National Universities Commission and the Federal Ministry of Education, Lagos, Nigeria, and financed by The Ford Foundation. (International Division, The Ford Foundation)

5. Survey of English Language Teaching in Japan. A detailed survey of the teaching of English language and literature in the seventh through twelfth years of schooling in Japan was published by the National Council of Teachers of English (NCTE) in January 1967. The title of the publication is Japan's Second Language: A Critical Study of the English Language Problem in the Japanese Secondary School in the 1960's. (NCTE)

6. Survey of Foreign Students in the U.S. Foreign Students in the United States presents the results of a sampling of the more than 90,000 such students regarding their educational experience in this country. Compiled in 1965 at the request of the U.S. Advisory Commission on International Educational and Cultural Affairs (USACIECA) by Operations and Policy Research, Inc., a portion of the survey was devoted to self-estimates of English language needs and abilities. It showed that just under half of the students found, upon arrival in the U.S., that their English proficiency was less than adequate for their studies. Problems seem to be most widespread among students from the Middle and Far East. Africans, many of whom had previously attended English medium schools, seem to consider themselves better equipped than other regional groups. (James A. Donovan, Jr., USACIECA)

7. Short-Term Teacher Training Conference. During July 1966, the Center for Applied Linguistics brought together a small group of specialists in psychology, linguistics, and the preparation of language teachers to consider the components of short-term training for teaching ESOL. A report including examples of studies and projects that could follow from the discussions was prepared and distributed by the Center. (Center for Applied Linguistics)

8. Conference on Language Problems of Developing Nations. Sponsored by the Social Science Research Council and organized by the Center for Applied Linguistics, the Conference took place in November 1966.

Participants were an international group of linguists and sociolinguists who read papers on a wide range of topics, including language policy, bilingual education, and the use of English as a medium of education and literacy. (Center for Applied Linguistics)

9. TESOL Association. Following the formation in March 1966 of TESOL, the association for Teachers of English to Speakers of Other Languages, appointments of an executive secretary and an editor for the TESOL journal were made. The journal is scheduled to begin quarterly publication in April 1967. By the end of 1966, TESOL membership was approximately 700, and the association's first convention was held April 20-22 in Miami Beach, Florida. (James E. Alatis, Executive Secretary, TESOL)

B. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS

1. Support for India's Central Institute of English (CIE). Further support for CIE was provided by a two-year Ford Foundation grant. The grant will be used to provide one- to three-month terms for foreign advisers in research and extension education; short-term experts to assist in planning and carrying out advanced summer courses in specialized fields for staff and promising students from CIE and various English Language Teaching Institutes (ELTIs); fellowships to enable up to ten Indians to take advanced training overseas; library acquisitions and equipment for CIE and ELTIs; and support for ELTIs. (International Division, The Ford Foundation)

2. Support for English Training in Nigeria. A 1966 Ford Foundation grant permits two-year renewal of an earlier project for development of English training courses at regional civil service institutions at Ibadan, Enugu, and Kaduna in Nigeria. Funds are also included in the grant for a thorough field test of the programmed course in teacher training developed by English Language Services. (International Division, The Ford Foundation)

3. Support of English Language Teaching and Teacher Training in Japan. In cooperation with the John D. Rockefeller III Fund, The Ford Foundation has undertaken a self-administered, long-term effort in Japan. The objectives are more effective retraining of existing English teachers, improved methods for training new teachers, change in English examinations for college entrance, study of student motivation, development of greater public understanding and support of the need for better oral and written expression in English, and preparation of improved series of teacher training and other teaching materials. (International Division, The Ford Foundation)

4. M.A. Program at American University of Beirut. An M.A. program in TESOL was initiated at the American University of Beirut during the

1966-67 academic year. (Director, Center for English Language Research and Training, American University of Beirut)

5. Planning Centre for the Teaching of English, Hebrew University, Jerusalem. During 1966, the Centre and the Department of In-Service Training of the Hebrew University organized a two-day conference on testing for about 100 secondary school teachers and a four-week summer institute for thirty primary and post-primary school and teacher training college English language teachers. Two additional training periods of one week each were scheduled for the winter of 1966 and the spring of 1967. Activities of the Planning Centre are supported by the Israeli Ministry of Education and Culture and the U.S. Office of Education. (U.S. Office of Education)

6. Programs of U.S. Information Agency. During fiscal year 1966, USIA adult English classes were conducted in 57 countries with a total enrollment of about 310,000 (an increase of some 25,000 over the previous year). The majority of the programs continue to be in Latin America (112), as compared with Africa (22), the Near East (19), the Far East (5), and Europe (2). In cooperation with local ministries of education and associations of English teachers, USIA also sponsored 77 seminars in 33 countries for a total of about 3500 teachers. It is estimated that these teachers taught over a half million students. A handbook for planning and conducting these seminars has recently been completed. (Julia Burks, USIA)

7. Peace Corps Programs. As of December 31, 1966, the Peace Corps had approximately 2250 Volunteers teaching English to speakers of other languages in 40 countries. The greatest numbers were in Liberia (290); the Philippines (260); Thailand (212); Ethiopia (196); and Micronesia (188). Regionally, 872 were teaching in East Asia and the Pacific; 813 in North Africa, the Near East, and South Asia; 500 in Sub-Saharan Africa; and 65 in Latin America.

   In the summer of 1966, twenty Peace Corps centers conducted TESOL training programs for approximately 1700 trainees. Another fifteen programs included some introduction to English teaching as an auxiliary skill. In general, greater training emphasis was placed on integration of the foreign language-TESOL components, practice teaching opportunities, and close cooperation between U.S. and "in-country" training programs. (Harry Freeman, Peace Corps)

8. Programs of the Defense Language Institute (DLI). DLI estimates that some 2400 foreign military personnel were given English language training in the continental United States during fiscal year 1966. Overseas, approximately 100,000 were enrolled in schools receiving U.S. assistance. (Colonel C.W. Chaney, DLI)

9. Television Course Developed in Korea. Sogang College, Seoul, Korea, began a closed circuit television course for English language

teaching in October 1966. Supported by the College and a grant from the Asia Foundation, the course is designed for approximately 300 freshmen and is supplemented by classroom work. (John Bernbrock, S.J., Sogang College)

10. Technical English Program in Saudi Arabia. Under a 1966 contract from the Raytheon Company, the Institute of Modern Languages, Inc. (IML), of Washington, D.C., will prepare materials for and conduct a three-year program of English language instruction in Saudi Arabia for technicians employed by the Company. An estimated fifty teachers will be involved in the program. (Charles Philbrook, IML)

C. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES

1. Support for Doctoral Program at Georgetown University. The Ford Foundation made a three-year renewal grant to Georgetown University for support of the Ph.D. program in linguistics, foreign languages, and applied linguistics, including English as a second language. (The Ford Foundation)

2. TESOL Programs at the University of Southern California. In the 1966 spring semester, the School of Education of the University of Southern California introduced a certificate and degree program in TESOL on both the undergraduate and graduate levels. (Patricia Cabrera, University of Southern California)

3. National Defense Education Act (NDEA) Institutes. During the summer of 1966, five NDEA institutes were held for 208 supervisors and teachers of English as a second language from elementary and secondary schools in the United States. The sponsoring institutions were the University of California at Los Angeles, Teachers College of Columbia University, New York University, Brooklyn College, and the University of Texas. Twelve such institutes for more than 400 participants are planned for the summer of 1967. In addition, summer institutes for teachers of students who speak non-standard English, where methods and materials of ESOL are relevant, include a TESOL component. (U.S. Office of Education)

4. Experienced and Prospective Teacher Fellowship Programs. Under these U.S. Office of Education Programs, fellowships of up to two years are authorized for elementary and secondary school teachers for study leading to a master's degree. The Experienced Teacher Fellowship Program in TESOL announced in spring 1966 is for twenty-five secondary level teachers. Set up for them by New York University, the program runs from September 1966 to June 1967. The 1966-67 program for prospective teachers includes grants at various schools for several teachers who are concentrating on the education of the disadvantaged and on teaching American Indian and Spanish-speaking children. (U.S. Office of Education)

5. Bureau of Indian Affairs Training Program. The Bureau of Indian Affairs (BIA) has developed a plan to provide TESOL training for approximately 900 teachers in the Navajo reservation area where about 20,000 Indian children are in BIA schools. The basic program plan is to conduct in-service training, to institute curriculum revisions, and to employ TESOL specialists to coordinate programs, conduct workshops, and act as consultants to teachers. In addition, recent policy supports participation of BIA teachers in NDEA summer institutes in TESOL. (Tom R. Hopkins, BIA)

6. Training for Teachers Assigned to the Trust Territory of the Pacific. TESOL training was a major component of an orientation program held at the University of Hawaii from July 1 to August 20, 1966, for forty-four American teachers newly assigned to the Trust Territory of the Pacific. Planned by the East-West Center in cooperation with the University of Hawaii, the program was funded jointly by the Center and the Trust Territory's Education Department. (Richard C. Sittler, University of Hawaii)

7. Survey of University and College ESOL Programs in the U.S. The results of a survey of intermediate and advanced level ESOL programs at U.S. institutions conducted during the 1965-66 academic year by the National Association for Foreign Student Affairs (NAFSA), through a committee at the University of Illinois, will be published during the spring of 1967. The areas explored by the survey include the kinds of provisions made for teaching English to foreign students, the types of English proficiency screening employed, areas of instruction that receive emphasis, published materials used, laboratory facilities, and staff qualifications. (NAFSA)

8. Directories of ESOL Programs. A directory of academic year programs of English for foreign students offered at U.S. colleges and universities was published in January 1967 by the Center for Applied Linguistics. Information is provided on 147 programs. A similar listing of summer programs is published annually in April. (Center for Applied Linguistics)

9. Adult and Public School Programs. The following programs are only a few that were in operation during 1966 and serve mainly to indicate the variety of approaches that have been adopted.

   The Bureau of Adult Education of the California State Department of Education has initiated a project for the development of a curriculum for adults with Spanish surnames in conjunction with two other projects funded by the U.S. Office of Education - Education for Migrant Children, and the Mexican-American Education Research Project. This involves a dual-track educational program for parent and child. Emphasis has been on the development of in-service education programs for teachers and administrators in ESOL programs throughout the State and to the development of a handbook for use by teachers

in the public adult schools. (Patricia Cabrera, State of California Department of Education)

In the 1966-67 school year, training for adult school teachers in New York City is concentrating on monthly group sessions to develop a master teacher for every school who passes on what he has learned by means of discussion and demonstration. In addition, adult classes in ESOL have been made available for observation and practice teaching for students from Teachers College of Columbia University and for a group of Peace Corps Volunteers. (Mary C. McDonald, Board of Education of the City of New York)

In order to meet the needs of public and private school personnel, the Applied Language Research Center (ALRC) of the El Paso (Texas) Public Schools conducts in-service education classes in phonology, methods, culture, and Spanish language. In addition, four first grade classes are participating in a pilot program in bilingual education for children who are native speakers of Spanish. The Miami Linguistic Readers are used with tapes developed at the Center. A proficiency test in English phonology for first grade children has been developed. (Marie Esman Barker, ALRC)

Among public school programs operating under U.S. Office of Education contracts were: a program in New Orleans, Louisiana, to provide summer classes daily for about 200 elementary and secondary level students; a communications center in Tuba City, Arizona, staffed by special teachers who teach 900 American Indian children to speak, read, and write English; a project in Kayenta, Arizona, using developmental, corrective, and remedial approaches to ESOL for Indian children. (U.S. Office of Education)

10. Measurement and Description of Language Dominance in Bilinguals. Supported by U.S. Office of Education funds, a project is underway at Yeshiva University in New York to determine ways of measuring or describing the language dominance configuration of bilinguals. 1966-67, the first year of its development, was devoted to theoretical clarification, preliminary and final instrument construction, and data collection. The data gathered includes: sociolinguistic-ethnographic description of Puerto Ricans in New York; results of univariate and multivariate tests of bilingual performance; taped oral material covering all varieties of Puerto Rican Spanish and English; and explorations of role-relationships, situational domains, and interaction-types in English and Spanish. (Joshua Fishman, Yeshiva University)

11. Relation of Monolingualism and Bilingualism to Problem Solving. Under a grant from the U.S. Office of Education, a project at Arizona State University compared the problem-solving behavior of three groups of Navajo eighth graders. Results showed that monolinguals and coordinate bilinguals did better than compound

bilinguals, and that those bilinguals who said they used a single language while taking the test did better than those who used both languages. (Kenneth Stafford, Arizona State University)

D. MATERIALS DEVELOPMENT AND TESTING

1. Spoken English for Turks. A 2-1/2 year grant from The Ford Foundation to the Trustees of Robert College, Istanbul, will support complete revision and publication in finished form of Spoken English for Turks by Sheldon Wise. When revised, it will provide a one-year course of semi-programmed instruction including teacher training, student instruction, and laboratory drill materials and procedures. (International Division, The Ford Foundation)

2. Programmed Course in Structure and Phonology. A programmed introductory course in English structure and phonology for use in short-term teacher training programs is being prepared at the University of California at Los Angeles, with funds from UCLA and the Peace Corps. The volume on phonology is being tested in UCLA classes, and work has begun on the volume on structure. (Russell N. Campbell, University of California at Los Angeles)

3. Beginning University Level Audio-Visual Course. The preparation of a beginning audio-visual course in ESOL for the instruction of foreign students of various language backgrounds was begun in February 1965 under a Ford Foundation grant to the University of California at Los Angeles. Thus far, sample lessons have been prepared and a detailed description of the course has been worked out. Materials for more advanced levels of instruction will be attempted after the completion of this course. (Clifford H. Prator, University of California at Los Angeles)

4. Radio Programs Prepared by the Voice of America, USIA. During 1966, the English Teaching Branch of the Voice of America completed five new radio English series designed for intermediate and advanced students and teachers of English. These series are titled English: The Expanding Language, Improve Your English, Review Your English, What's in a Word?, and The English of Everyday Courtesy. (Julia Burks, USIA)

5. Elementary and Secondary Level Materials Prepared at Hebrew University, Jerusalem. The University's Planning Centre for the Teaching of English prepared an experimental syllabus for the elementary level and twenty-five taped lessons which were tried out in one Grade 5 class in Jerusalem. Pilot tests, measuring English language achievement, were tried out twice in five Jerusalem schools in Grades 6, 7, and 8, and a syllabus was drafted for Grades 9 and 10. Financial support for these programs is provided by the Israeli Ministry of Education and Culture, and the U.S. Office of Education. (U.S. Office of Education)

6. Elementary Level Demonstration Film. A 30-minute color film showing a class of young Mexican-Americans (6-8 years of age) learning English from a master teacher who is using linguistically oriented materials and methods has been produced at the University of California at Los Angeles under a grant from the U.S. Office of Education. The film is available from the Academic Communication Facility, UCLA. (Lois McIntosh, University of California at Los Angeles)

7. Test of English as a Foreign Language (TOEFL). In 1966, the College Entrance Examination Board and Educational Testing Service appointed an examinations committee to advise on the development of TOEFL. The test, now used by approximately 350 institutions, was given to more than 11,000 students during the 1965-66 academic year; the estimated number for 1966-67 is 19,000. A booklet of interpretive information based on data collected from regularly scheduled examinations held from February 1964 through April 1966 is now available. (Florence V. Curran, Educational Testing Service)

Lois McArdle, Editor
April, 1967

INDEX OF ORGANIZATIONS

The following is an alphabetical listing, with addresses, of sources cited in the report. Included are letter and number references to sections where items related to each source may be found.

American University of Beirut, Beirut, Lebanon. (B4)

ALRC, 1116 East Yandell Drive, El Paso, Texas 79902. (C9)

Arizona State University, Tempe, Arizona. (C11)

Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201. (C9)

Bureau of Indian Affairs, U.S. Department of the Interior, 1951 Constitution Avenue, N.W., Washington, D.C. 20242. (C5)

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. (A3, A7, A8, C8)

Defense Language Institute, U.S. Naval Station (Anacostia Annex), Washington, D.C. 20390. (B8)

Educational Testing Service, Princeton, New Jersey 08540. (D7)

The Ford Foundation, 477 Madison Avenue, New York, New York 10022. (A2, A4, B1, B2, B3, C1, D1)

Institute of Modern Languages, Inc., 1666 Connecticut Avenue, N.W., Washington, D.C. 20009. (B10)

NAFSA, 1860 - 19th Street, N.W., Washington, D.C. 20009. (C7)

NCTE, 508 South Sixth Street, Champaign, Illinois 61820. (A5)

Peace Corps, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. (B7)

Sogang College, Seoul, Korea. (B9)

State of California Department of Education, 217 West First Street, Los Angeles, California 90012. (C9)

TESOL, c/o School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007. (A9)

University of California at Los Angeles, Los Angeles, California 90024. (D2, D3, D6)

University of Hawaii, Honolulu, Hawaii 96822. (C6)

University of Southern California, Los Angeles, California 90007. (C2)

USACIECA, Department of State, Washington, D.C. (A6)

USIA, 1711 New York Avenue, N.W., Washington, D.C. 20547. (B6, D4)

U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. (A1, B5, C3, C4, C9, D5)

Yeshiva University, 55 Fifth Avenue, New York, New York 10003. (C10)